DOCUMENT RESUME

ED 072 310 VT 018 883

AUTHOR	Winsten, Nancy
TITLE	Career Education: Targeted Information Profile.
INSTITUTION	Merrimack Education Center, Chelmsford, Mass.
PUB DATE	72
NOTE	25p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; Background; *Career Education; Definitions; Educational Objectives; Goal Orientation; Information Systems; *Literature Reviews; *Research Utilization; *Resource Guides; Resource Materials; Vocational Development; Vocational Education
IDENTIFIERS	*Massachusetts; Merrimack Valley

ABSTRACT

The purpose of this paper is to provide background information on recent research in career education, specifically relating it to public school systems in the Merrimack Valley in Massachusetts. Career education is defined, the objectives are set forth, and some practical applications from the research are presented. From a literature review of about 80 documents, a resource guide for teachers was formulated, together with an annotated bibliography. Documents described are grouped into the following categories: (1) general background information, (2) curriculum materials for comprehensive school programs and/or vocational education and industrial arts, and (3) other reference sources. A manual search and three computer searches were used to compile a sample of the materials available in the ERIC system. (Author/AG)

ED 072310

merrimack education center.

VT018883

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 072310

TARGETED INFORMATION PROFILE

CAREER EDUCATION

Prepared For

MERRIMACK EDUCATION CENTER

by

Nancy Winsten

1972

INTRODUCTION

The concept of career education has grown significantly within recent months. The purpose of this paper is to provide background information on some of the research on career education and specifically relate it to career education in public school settings in the Merrimack Valley.

As a career education counselor in one of the Merrimack Valley Vocational/Technical Schools, I am keenly aware of the need for a resource guide to career education for teachers and therefore, a major objective for this paper is to identify resource documents on methods and procedures which other practitioners can utilize. The aim here is to offer a selective, personalized search of the literature available on techniques practitioners can employ to assist them in presenting career education as an approach to expanding options for youth.

The paper is organized into sections in which, first, the problem of career education is defined and the objectives of career education set forth. Second, some practical applications from the research are presented. Documents are then described as they pertain to the following topics: (1) General Background Information; (2) Curriculum Materials for Comprehensive School Programs and/or Vocational Education and Industrial Arts; and (3) Other Reference Sources.

An annotated bibliography is provided with many documents cited that are recommended for further reference. Any attempt to discuss research in a subject as wide-ranging as career education must be less than comprehensive. This paper does not presume to be definitive; it presents, at best, a sketch based on the author's subjective decisions as to the research significant to the focus of this paper. Readers interested in the subject who wish a more comprehensive literature review are directed to the annotated bibliography of sources.

DEFINITION OF CAREER EDUCATION

Career education includes the curriculum and activities that help a person with his or her career development, including awareness of alternative careers, exploration of them, and preparation for them. Career education aims to have every student leave the school system with marketable skills, or a plan for further education to reach career-oriented goals. Career education offers each student the opportunity to develop skills and competencies that enable him to become meaningfully involved in society; for many this means a successful transition to the world of work.

U.S. Commissioner of Education, Sidney Marland, Jr., has urged educators to supplement vocational education programs with career education. (ED 050 295[1]) "While career education will necessarily and properly embrace many of the vocational-technical education's skill-producing activities, it will also reach a large percentage of students now enrolled in some kind of vocational skills programs; for example, the career education concept could affect, and affect in a fundamental fashion, as high as 80 percent of those young people."

As teachers, counselors, and parents, we must provide each student with a broad range of alternative behaviors to enable him to reach these objectives. Career education is a melting of diverse curriculum efforts of academic, vocational, and guidance efforts. Career education activities should focus on development of the self-concept and translation of that concept into vocational terms in the curricula of grades K through 12. The student needs to formulate plans that facilitate the implementation of a self-concept into a generalized career preference and life style. The student should ultimately leave public school with a career preference and the emotional and intellectual equipment to arrive at new career decisions, if the need should arise.

---

[1]ED 050 295 is an excellent introduction to the concept of career education.

Career education can relate the disciplines and learnings of the school to the real world which the student will face as he leaves school, or to the world of the student outside of school hours. There are many opportunities to make curricula relevant and meaningful to today's students in today's world. This is all part of the career education concept. As classroom experience offers more meaningful concepts for real life experience, students will be more involved in their own educational process. "Why Study?" "It doesn't interest me." These student criticisms cannot be applied to well-thought-out classroom experiences which relate to daily living.

OBJECTIVES OF CAREER EDUCATION

Career development is an on-going process of self-improvement over the life span of the person through education, work, and leisure, of which career education in the elementary and high school years is a significant part. One of the most important functions of career education is to prepare students for life-long learning to make them aware of alternatives, to prepare them to make decisions, and prepare them to acquire intellectual skills which will enable them to cope with life's decisions involving work and personal life. The goals and objectives of a career education program include the following:

1. Developing favorable attitudes toward the personal, psychological, social, and economic significance of work.

2. Understanding and appreciating the worth of all types and levels of work.

3. Acquiring skill in decision-making for choosing career options and changing career directions.

4. Relating self-development to the range of career options.

5. Considering individual desires, needs, aptitudes, abilities, and opportunities in relation to career goals.

6. Evidencing knowledge, skill, and appropriate attitudes necessary for entry and success in a chosen career, including an understanding of the significance of the career in our society.

The term career education, according to Marland, should be substituted for vocational education to give students a sense of the world that lies beyond the classroom, and to extend this continuity beyond the classroom to all education. Beginning in the elementary schools, Marland recommends that we teach students how to make those important decisions of life--who and what each wants to be. A career education sys-

tem, affecting kindergarten through junior college, would reshape the curriculum so it focuses directly on the concept of career development. The objective of such a program would be to guide each student either to a solid, rewarding job, or to further formal education.

This writer prefers to extend career education activities to a base broader than vocational and technical education. Career education should not only prepare students for the world of work and study, and for specific roles; it should teach them in the classroom the theories and practices of industrial and social life as they relate to daily living, so that they can grasp the importance of work and work skills in a society; the different roles workers play in various societies; the influence of occupational choice on one's personal life; the psychological or personality traits of individuals as reflected in their work and life style. Most important, career education must emphasize the importance of academic skills -- the three "R's" -- as tools to live by in work and leisure, not as meaningless academic accomplishments.

Social studies classes can stress the importance of particular workers to the community as well as the satisfactions that accrue to the individual worker as he makes a contribution to society. Math classes can include the practical application of math to business situations or to construction work or machine shop work, for instance. Language arts classes offer many opportunities to write and read about people and their roles in society as productive workers, about the individual student's aptitudes and inclinations towards work, about communications skills which are relevant in job applications and in daily communications on the job, whether in factory, business, or the helping services.

The writer believes that every classroom teacher and school counselor can work some of the career education concepts into the classroom. This document will direct the reader to sources through which this can be planned, so that career education can be an integral part of the curriculum in all grades and all schools. The following pages are devoted to describing some of the most valuable materials found in the hopes that the reader will find this document helpful in planning for career education in the school curriculum. The document has been categorized into three groupings:

1. General Background Information;

2. Curriculum Materials for the Comprehensive School or the Industrial Arts or Vocational School;

3. Reference Documents.

Of course, some documents contain all three kinds of materials; the documents have been sorted by the author according to major emphasis. The documents selected by no means represent an exhaustive compilation -- merely a sample of what is available in the ERIC system.

SOME PRACTICAL APPLICATIONS OF THE RESEARCH

The writer, Career Education Counselor at Nashoba Valley Technical High School, also has the task of developing and/or locating materials that could be used in the classrooms K-12 of the public schools of four towns. The four towns that are served by the high school are Chelmsford, Groton, Littleton, and Westford. All are located in the Northeastern part of Massachusetts on the New Hampshire border. The students at the vocational high school, even those most committed to an area of vocational training, are not thinking in career education terms, and have unclear ideas of why they entered a particular field. Students do not understand how their choice of a career relates to their aptitudes, interests, and personality traits; what kind of life they will lead if they pursue a particular career; or what kinds of job opportunities may be open to them with their training. With these needs in mind, the author undertook a comprehensive search to see what had already been developed and tested in classrooms throughout the country. The intent of the search was to look to see if these materials already developed and used elsewhere can meet the local needs. A wealth of information resources are available today which can be fruitfully applied to the identified problem.

A manual search using the descriptors, "career education", "career choice", "career opportunities", "career planning", "vocational counseling", and "vocational development" yielded both valuable theoretical background for career education programs and also some of the best programs of activity units found for classroom use.

A computer search requested by the author and two subsequent computer searches initiated by Merrimack Education Center for use in the development of this TIP yielded some valuable materials; however, the computer searches also included some kinds of materials not appropriate for the purpose of this project and thus were screened out. For example, a great deal of the material located was geared to the handicapped or mentally retarded student, not the focus of this paper. Manual searches are tedious and also yield many documents which do not quite "fit".

About eighty documents were retrieved and scanned, and the documents cited in this paper were selected from a total of fifty-five which the author investigated in depth. These

documents were selected either through the manual search or from the abstracts retrieved in the computerized search. Good ready-made curriculum materials for career education are difficult to find, but they do exist. The best known to this author are listed here. Teachers and counselors may want to use these suggestions given in documents to develop their own materials.

SELECTED DOCUMENTS

The writer grouped the following documents, selected as being most helpful in a personal search, under the topic of General Background Information.

While definitions and models vary from one researcher to another, the concept of relating the classroom experience to the world beyond the school is the focal point of career education. Some primary models are discussed in ED 036 651.

Skills of work are part of the total career development plan enabling each person to maximize his effectiveness as a person. A document evidencing the importance of career development within society is ED 044 719, "Total Career Capability for All: A Career-Development Model". This paper, developed by Fort Wayne Community Schools, Indiana, emphasizes the importance of occupational dimensions, the learning of decision-making processes, the awareness of many alternatives in one's life, and a respect for all types of work. Within this microfiche document, a career development model is given for each level: elementary, junior high, secondary, and post-secondary. The goal described is a comprehensive program which will enable each student to develop his potential to function as a productive human being within the cultural environment. The model involves educational, occupational, and personal-social bases with concepts clearly elaborated. The role of guidance personnel is discussed. Exemplary behavioral objectives are well delineated for use within a comprehensive educational program.

The model of data-people-things is well illustrated in ED 029 343 attempting to express a logical developmental sequence for the introduction of career exploration activities throughout the elementary, junior high, and senior high schools. This document of the American Personnel and Guidance Association places emphasis on self-understanding, and self-concept, and uses the Ohio Vocational Interest Survey[1] as a part of the orientation. This is geared more towards job exploration than to general curriculum but the concepts and tools presented are of considerable value.

[1]Taylor, R.G. "Ohio Vocational Interest Survey". (Harcourt, Brace, and Jovanovich, Inc., 1970).

[2]Journal of Educational Measurement. Volume 9, No. 1. Spring, 1972. pp. 88-91

Article describes salient features of the OVIS in terms of standardization, administration and scoring, validity, reliability and content.

Developing objectives and models for a continuous exploratory program related to the world of work is perhaps best explored in ED 036 651. This document resulted from an Institute studying a continuous program related to the world of work. Behavioral objectives expected from the students, developed for junior and senior high school, are detailed for both large city and rural schools and could aid representatives of various regions of the country in setting up a plan for their own local needs. Various approaches using vocational schools and comprehensive schools as a base are outlined. The emphasis is placed on the school's responsibility in helping the student in transition from school to job placement; the role of the school as a community agency is enhanced. The importance of work as an expression of one's self is developed quite nicely. The rationale and goals are excellently stated, even though the frame of reference may be too specific for the average classroom teacher. The major goal here is job placement.

A major category of investigation by this author was Curriculum Materials for the Comprehensive School Program. One of the first documents retrieved, as well as one of the best, is ED 026 532 from the Oklahoma State Department of Education. It contains curriculum materials for comprehensive schools grades K-12. The lesson plans are ready for use or adaptation by the teacher in the classroom or group guidance situation. The materials were developed during a two-week workshop by a group of teachers, counselors, administrators, and vocational teachers in Oklahoma. Teachers at all levels can use this material to develop understanding and respect on the part of students for a wide variety of occupational activities.

Since the writer's role as career education counselor and resource person in career education takes her into four different communities, she has talked with teachers, counselors, and administrators about career education in different settings. One was a third-grade classroom where the teacher has used some of the materials from ED 026 532 in the classroom as part of an experimental project. The teacher was delighted with the amount of help from this document and with the high degree of classroom participation generated using this material.

Indeed, all educators with whom the author comes into contact are in agreement that there is a great need for career education, but not all are ready to work with materials suggested at this time. Speaking to a summer workshop of teachers and counselors developing a program of career education

in a nearby community, it was discovered that several of the teachers were planning to write their own classroom materials until they learned from the writer that curricula, programs, methods and techniques are already available and described in ERIC. The theory is available along with models and plans. There is less available in published documents of the utilization of these plans, their successes and failures.

As a resource person, the author helps the teachers see the need for career education in schools and motivates them to use some of these materials in classrooms. Also, in working with administrators, there is a need to show that career education can be an integral part of the standard curriculum, not another tagged-on extra. (ED 026 532) Each school or teacher may utilize the materials differently; it is the role of the career education specialist to help them develop a program in line with expressed goals. Some practitioners are utilizing parent meetings and orientation, career nights, and visits to industry. Others may be concentrating on classroom projects, individual research, and such. The need is great to create awareness for career education as part of the total educational process. There is plenty of material, much of it described herein, to get the teachers started.

If this writer can introduce teachers and administrators to the ERIC system, and the resources mentioned in this paper, then a great start will have been made. Many teachers, counselors, and administrators have already inaugurated career days, field trips, and visits from members of the community as part of their career education programs. For them, the ERIC sources will be additional support or expansion of their career education work; for others, the resources will be a first exposure. The publication of this paper itself offers exposure for the career education idea.

Another early find in the manual search resulted in the discovery of lesson plans ready for use in social studies and language arts programs for seventh grade (ED 034 884 from the Rocky Mountain Educational Laboratory). Using social studies and language arts curricula as an account of man's work and his contributions to society, the teacher can call attention to the occupations, working conditions, and worker traits of people through diversified classroom activities. A range of topics is presented, from English grammar to life in Greece, embodying career education concepts. The goals of the program are clearly stated. Surely the classroom teacher could use this as a starting point for original materials.

Hopefully, career education will motivate the student to

work at mastery of academic subjects. He may see reasons for achievement as he sees men and women using communications skills for a job, or using algebra, biology and English in practical ways he might not have discovered for himself. Redwood City,California (ED 024 809) takes this vantage point and illustrates the utilization of volunteers in the community to set up career days and career readiness programs. In this way, the school reaches out to the community, activates community resources within the school, and relates education to the world beyond the school. This document also delineates directions for setting up, initiating and organizing a local program.

Another very valuable document illustrates curriculum materials for use in the vocational guidance of students in grades five, six, and seven (ED 022 219, Abbington, Pennsylvania). The materials are developed in such a way that the student sees the processes through which career decisions may be made. Simulation, games, role-playing and other classroom activities help the student to see how values influence people and how decisions are made. There are skits and activities every child can relate to. The student becomes actively involved in these, and many students who do not ordinarily participate in classroom activities can be motivated through enjoyment of the activities. Teachers will also come to understand their students better and vice versa.

In an era when women's roles are being drastically redefined, it would appear appropriate to develop this topic in social studies and group guidance classes as an academic topic as well as a guidance activity, and ED 050 272 (Center for Vocational and Technical Education) offers concrete suggestions.

The documents cited herein represent some of the best suggestions to date on curricula materials and approaches for a comprehensive school classroom. The wise teacher will adapt them to the particular needs of the students within the class.

The third category of the search for relevant documents highlights Vocational Education and Industrial Arts. In ED 049 361, the use of industrial arts teachers and facilities in elementary and junior high schools represents another kind of orientation to the world of work. Utilizing some industrial arts concepts and tools in addition to more traditional classroom curriculum, new approaches to study of kinds of work and work skills are suggested. In seventh and eighth grades, for example, personal and social adjustment is taught

as well as the industrial arts experience. Theoretical background for the manipulative laboratory experience is also emphasized in this document and related to the place of skills in the working world.

Organizing classroom industry gives the student a good idea of what happens in the world beyond the industrial arts shop. In the ninth grade curriculum, the student studies modern industry--its methods, materials, and processes, and its place in our culture. Also delineated by this curriculum within the document the pupil studies occupational orientation. Some examples are given of the use of industrial materials in primary grades and the simulation of an industrial structure in the classroom. This truly represents a novel approach for use where the appropriate personnel and facilities exist.

A flexible instrument to integrate meaningful occupational education throughout the junior high and high school structure and even beyond is illustrated in ED 023 856 (Oregon State Department of Education). The "cluster" concept of curriculum development classifies occupations into logically-related groups requiring similar skills and knowledges. Examples of curriculum models are also presented.

OTHER REFERENCES

Section IV of the bibliography offers resources which do not fit into the first three categories, but which this researcher has found immensely valuable in thinking about career education programs. ED 024 965 has more self-explanatory and self-evaluation exercises. Social skills, economic background, role-playing, and research projects are suggested. ED 023 787 and ED 027 397 may be above the level of many high school students, but could furnish interesting supplementary studies on labor and sociology. ED 034 880 and ED 034 885 are orientation and further background for ED 034 884, Rocky Mountain Educational Laboratory, aimed at the teachers and counselors using the material. (RMEL)

The ultimate aim of career education is to relate industrial education and academic curricula directly to the world of work and the total life situation. The suggestions in these documents are relevant. The starting point is perhaps whereever the reader is now in integrating this concept into planning for programs within the curricula. It is hoped that this document will offer the initial impetus and motivate the educator in the direction of the available materials.

ANNOTATED BIBLIOGRAPHY - CAREER EDUCATION

I. THEORY AND MODELS

ED 050 295....Marland, S., U.S. Commissioner of Education. Department of Health, Education and Welfare. Speech before annual meeting of the State Directors of Vocational Education, Skyline Inn, Washington, D.C. May 4, 1971

Speech delineates the basic goal of career education as part of lifelong process of career development. Brief and well-stated.

ED 036 651....Bottoms, G. and R. Cleere. A One-Week Institute to Develop Objectives and Models for a Continuous Exploratory Program Related to the World of Work from Junior High through High School. West Georgia National Conference, Carrollton. September 1, 1969.

Discussion of Theory, objectives, staff involvement, self-concepts, and various models for career education courses.

ED 044 719....Baugh, D. and W. Martin. Fort Wayne Community Schools, Indiana, 1970. Total Career Capability for All. A Career Development program model.

Emphasizes the importance of occupational dimensions, the learning of the decision-making process, the awareness of many alternatives. A model for each level is given involving educational, occupational and personal-social bases.

ED 029 343....Winefordner, D. Orienting Students to the World of Work Using the Data-People-Things Conceptual Framework and the Ohio Vocational Interest Survey. American Personnel and Guidance Association, Washington, D.C., 1969.

Utilizing the data-people-things approach and the Ohio Vocational Interest Survey, a logical developmental sequence for career exploration

activities through elementary, junior and senior high school. The concepts could be expanded into classroom materials by the reader. Good for job exploration for some high school students particularly, but not spelled out in detail nor at all levels.

ED 040 301....Bottoms, G. and K. Matheny. A Guide for the Development, Implementation and Administration of Exemplary Programs and Projects in Vocational Education. Georgia State Department of Education, 1969.

Discusses programs as a result of the 1968 Amendments to the Vocational Education Act. Stresses need for vocational education as a process from elementary through adult years. Theory and suggested strategy for career education from a vocational education point of view. Relates career development concepts to academic and vocational education from primary grades up. Theory and strategy.

ED 041 143....Gysbers, Norman C. (ed.) National Conference on Guidance, Counseling, and Placement in Career Development and Educational Occupational Decision-Making. (Proceedings University of Missouri, 1969.)

Theory, goals and policies presented. The papers presented give excellent theoretical framework for career education in today's world. Discusses restructuring educational practices for career development, the role of the counselor, and other aspects of career education.

II. CURRICULUM MATERIALS FOR THE COMPREHENSIVE SCHOOL

ED 026 532....Oklahoma State Department of Education. A Guide for Development of Vocational Guidance Grades K-12. Oklahoma City, Department of Vocational Technical Education, 1968.

The best packages found to date for K-3, 4-6, 7-9, and 10-12. Includes objectives

attitude change strategies, objectives of vocational guidance, goals, activities, resource materials within the classroom and community. Ready for use or adaptation in the comprehensive school classroom in language arts or social studies or in group guidance classes.

ED 034 884....Colorado State University. Rocky Mountain Educational Laboratory. Occupational Education Programs: Image of the World of Work, Volume III. Ft. Collins, Colorado: August, 1969. Lesson Plans, Resource File.

Lesson plans within the existing content of seventh grade language arts and social studies programs to include occupational information, attitudinal objectives, helping students to define their interests, appreciation of life in other countries and other times. Use is made of poetry, limericks, biographies, business english, cartoons, and many other tools for discussion.

ED 024 809....Mulien, M., 'A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools. (a handbook), Sequoia Union High School District, Redwood City, California.

Teachers, administrators, and counselors may use this to set up a school/community career guidance program, utilizing volunteers from the community. The benefits to the school and the community exceed those of just career guidance. Specific directions for such programs are given.

ED 022 219....Abbington School District, Pennsylvania. Career Development Activities: Grades 5, 6, 7. 1968.

Learning activities for the classrooms involve students in discussing values, decision-making, interests, and other subjects which they can relate to. Very useful and very valuable.

ED 050 272....Vetter, L. and B. Sethney. Planning Ahead for the World of Work . Ohio State University, Columbus, Ohio. Center for Vocational and Technical Education, 1971.

Some excellent classroom materials to help secondary school girls formulate realistic ideas about the world of work and realistic goals for themselves in it, vocationally and educationally.

ED 029 946....Allington Corporation. "Occupations for You" Part II. Alexandria, Virginia.

Factual information about jobs, training, employment, outlook, etc. Offers information on personal qualities and skills needed for them and so forth. While wage information is from 1964-65, the kinds of data presented are excellent. Readable for classroom use. Materials helpful to student in decision-making or for academic assignment.

ED 050 279....Mississippi State University. Occupational Orientation: An Introduction to the World of Work. Teachers handbook. (Preliminary Draft.) State College, State University, Mississippi State Department of Education, Jackson, Mississippi, 1969.

This teacher's handbook can be very valuable in planning and implementing a course in career orientation, divided into eight instructional units based on Ann Roe's eight categories of work. Also good discussion of world of work and value of work. Occupational orientation examines the characteristics common to all occupations, familiarizes the student with his own aptitudes, interests, and achievements, and provides for further exploration of occupations. Good informational background on occupations.

III. INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

ED 049 361....Mitchell, E. et al. A Comprehensive Orientation to the World of Work through Industrial Arts and Vocational Education , Grades 1-12. Greenwood Public Schools, Greenwood, Mississippi, 1970.

This program is designed to prepare students for the world of work through a comprehensive orientation process involving practical arts, vocational education, and guidance. Offers exploratory experiences in industrial arts. Detailed course outlines. Integrates use of industrial arts tools and concepts into elementary school curriculum.

ED 023 856....Oregon State Department of Education, 1968. Guide to Structure and Articulation of Occupational Education Programs, Grades 7-12 and Post-High School.

A guide to setting up meaningful occupational education using industrial arts and academic skills in junior and senior high schools, preparing students for entry level jobs in the world of work. The cluster concept, grouping occupations with similar skill and knowledge requirements, is well explained and illustrated in several areas. Stress is on occupational exploration beginning in grade 7 and on the importance of guidance and counseling. The transition to community college programs is illustrated.

ED 033 195....Mitchell, E. et al. Industrial Arts and Vocational Education in Grade K-12 , Leflore County Schools, Greenwood, Mississippi.

Curriculum guide suggests a total industrial arts and vocational program for grades K-12, stressing the importance of first-hand experiences in industrial arts in the elementary years, vocational orientation in the seventh grade, introduction to industry in the ninth, and vocational part-time cooperative education

in the 12th. Specific suggestions for skills, tools, projects and goals for the elementary school classroom are provided.

IV. RECOMMENDED FOR FURTHER REFERENCE

ED 024 965....Oregon State Department of Education, 'Teachers' Guide to Self-Understanding through Occupational Exploration , Salem, Oregon, 1968

SUTOE is a one-year course designed to assist ninth graders with educational and career planning. Social skills, self-understanding, employers' viewpoints, and knowledge of the economic structure are stressed. Role-playing, interviewing, letter writing, visits, and research projects are suggested. The self-exploratory and self-evaluation activities seem to be excellent. Some excellent ideas for classroom or group guidance use are given.

ED 023 787....Scoggins, W. Labor in Learning Public School Treatment of the World of Work , California University of Los Angeles. Center for Labor Research and Education, 1966.

A study to determine what 11th and 12th grade students are being taught about what it means to be an employee: responsibilities, problems, rights, and benefits of being a wage or salary earner. How are textbooks and social studies classes treating the labor movement? An interesting way of relating to the working world, but no specific curriculum suggestions are presented here.

ED 027 397....Overs, R. and E. Deutsch. Sociological Studies of Occupations: Abstracts. Curative Workshop of Milwaukee, Wisconsin. 1968.

This rates as the author's choice. One hundred abstracts of sociological studies of occupations are collected, stressing subtle social characteristics of jobs, cultural pressures, role identities, role conflicts, prestige. The occupations studied range from janitor to phy-

sician and musician to city manager. Good description of job; warnings of future employment, implications for self-image as reflected in work. A valuable tool for counseling. Fascinating reading for those interested and possibly good for classroom use by high school students.

ED 034 880....Rocky Mountain Educational Lab., Inc. Occupational Education Program: Image of the World of Work, Volume I. Colorado State University, Fort Collins, Colorado. 1969.

This document is part of the RMEL project listed above in 034 884. The orientation is for teachers and principals involved in developing curricula materials for the world of work. Focus is to influence work-relevant attitudes, concepts and information through teachers and principals of junior high schools. Useful orientation for teachers wishing to do career education work themselves. Good charts on kinds of presentations for classes, kinds of groupings, kinds of meetings most appropriate.

ED 034 885....Rocky Mountain Educational Lab. Occupational Education Programs: Volume II.

Instruments and evaluation design to measure changes in teachers' attitudes toward work as a result of participation in the workshops to develop curriculum on the world of work. Also changes in pupil attitudes are measured to show results of participation in the world of work program in the classroom. The approach and the essay material at the end are useful background for teachers and counselors whether or not they use the various instruments of measurement of attitude. Good self-evaluation instruments about work, feelings about work.

ED 052 377....Oregon State Department of Education. Introducing Children to the World of Work. Salem, Oregon.

Here is an excellent annotated bibliography of books to assist elementary grade pupils to learn

about requirements and opportunities in the world of work. These are non-fiction materials which have pertinent information, listed according to kinds of work.

ED 051 052. . . Boulding, Elise. "New Approaches to Learning. Alternative Education and the Open Schools."

American Association for the Advancement of Science, Washington, D.C. Commission on Science Education, 1971 23 pp.

Reviews briefly the free school movement focusing on open schools describing characteristics of open systems and analyzing requirements for transforming the public (1) turning the entire community into learning sites; (2) reorganizing learning across disciplinary lines.

ED 063 461. . . Morgan, Robert L. et. al. "Synopses of Selected Career Education Programs: A National Overview of Career Education". North Carolina State University. Raleigh, Center for Occupational Education. April, 1972. 79 pp.

Describes and summarizes a series of on-site visits by the North Carolina center staff to projects in 30 states including grade levels, program goals, general characteristics, and a contact person for further information at each site.

ED 064 494. . . Career Development Resource Guide, K-5. Howard County Board of Education, Clarksville, Md. 80 pp.

Contains ideas and activities for implementing a program of occupational awareness into existing elementary school curriculum. Materials are intended to help children develop a positive, realistic self-concept, as well as knowledge and appreciation of the world of work. Activities and ideas are suggested in each of these areas at each grade level.

BIBLIOGRAPHY

Books and Periodicals

Baehr, Karla, Open Concept High School TIP Series #1, prepared for Merrimack Education Center, Fall, 1972.

The TIP on Open Concept High Schools develops the interest in fuller utilization of the community as a teaching and learning resource. It describes educational programs that are developing around the idea of the community as classroom and schools without walls. Documents described in this TIP indicate how problem solving and analytical skills can be learned by applying them directly to the community outside the school building. Paraprofessional community people and persons from other professions can come to the school to teach and students may be sent out to learn in community businesses, factories, libraries, offices and museums. . . The school is a headquarters with the entire community becoming a complex of learning sites.

Borowsky, George. et. al., Yellow Pages of Learning Resources, (Edited by Richard Saul Wurman). The MIT Press, Cambridge paperback $1.95. 94 pp.

Guide to everyday encounters that offer learning opportunities. The Group for Environmental Education, with support from Educational Facilities Laboratories and MIT Press, have compiled this booklet to help evolve a "classroom without walls". Discovery of the city is facilitated by a catalogue of 70 alphabetically-arranged categories made up of: people(ranging from butcher to psychologist); places(29 entries from city hall to zoo); and processes (13 entries from candy-making to weather forecasting).

Good for teachers, paraprofessionals, and parents, this "yellow page" guide will offer suggestions on how to explore the particular resources, a series of questions, and sometimes a personal report.

Bremer, John, (Founder of Philadelphia's Parkway Program) "ABC's of CITY Learning", Saturday Review, August 19, 1972.

U. S. Dept. Of Health, Education and Welfare, DHEW Publication, Career Education, Publication No. (OE) 72-39. U.S. Government Printing Office. Washington, 1971, 10 pp. 20 cents.

Pamphlet outlining a concept and goals for career education.

Additional Sources of Information

-- Career Education
U.S. Office of Education
Washington, D.C. 20202

-- U. S. Dept. of H.E.W., Education Briefing Paper, A media service of the U.S. Office of Education, "Career Education". May, 1972.

Cites U.S.O.E. initiatives in career education for fiscal year 1972 and 1973. It describes briefly four models to help schools, colleges, employers and others, work out and implement approaches: School-based model, employer-based model, home-community model, and rural-residential model.

-- Career Education Program
Northwest Regional Educational Laboratory
Portland, Oregon

Provides options to current high school programs; the LAB is conducting a feasibility study of the "employer-based model". All school subjects - math, English, science, etc. would be tied in with direct job learning situations under the management of employers: being piloted in a suburban-rural setting near Portland.